

FRANCIS M. BAILEY

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EDUCATION

- 1993** **Doctor of Education**, School of Education, University of Massachusetts, Amherst, Massachusetts. Department of Cultural Diversity & Curriculum Reform
Dissertation: *Voice in Collaborative Learning: An Ethnographic Study of a Second Language Methods Course*
- 1983** **Master of Arts in Teaching English as a Second Language**, School for International Training, Brattleboro, Vermont
- 1981-1982** Graduate student in Linguistics, University of North Carolina, Chapel Hill, North Carolina
- 1977** **B.S. English**, Illinois State University, Normal, Illinois

WORK EXPERIENCE

Faculty

Fall, 2011: University of Kentucky, Lexington, KY

- Associate Professor, Department of Modern and Classical Languages
- Directing the design and implementation of the Master's degree program in Teaching English as a Second Language

2009 - 2011: Collaborative Educational Services, Northampton, MA

- Teacher Trainer: Trained public school teachers in K – 12 ESL instructional strategies
- Consultant: Developed two online graduate courses for ESL Licensure program
- On-line course instructor: Taught online graduate course, Principles of Second Language Acquisition (3 cr.) [Endorsed by Fitchburg State University]

2010 - 2011: School for International Training, Brattleboro, VT

- Adjunct, Department of Language Teacher Education
- Human Development (Winter, 2010 & 2011)
- Second Language Acquisition (Summer 2010)

2007– 2009: University of Massachusetts, Amherst, MA

- Visiting Associate Professor, School of Education
- MA and Doctoral Courses Taught: Second Language Acquisition, ESL Teaching Methods, Teaching Content for Language Development, First and Second Language Literacy Development, Classroom Discourse, Literature Reviews in Language, Literacy, and Culture
- Director of ESL & Reading Specialist Licensing Office (Lecturer) for the Language, Literacy and Culture Program, 2008-09.

1993– 2007: School for International Training, Brattleboro, VT

- Chair of ESL Certification course of study (Associate Professor), *Master of Arts in Teaching Program*. Department of Language Teacher Education. MAT Courses Taught: Curriculum and Assessment, Second Language Acquisition, Human Development, English Applied Linguistics and Literacy in the ESL Classroom.
- Supervised ESL interns in US public schools, Mexico and South Africa
- Teacher Licensure Officer from 1998 to 2006

Educational Researcher

2010: Research consultant for three educational research projects in Sokoto and Bauchi states, Nigeria. USAID funded project: Employer: *School-to-School International*.

Nigerian Teacher Needs Survey: Collaborated with Nigerian researchers in the research design, data analysis and report writing on current teaching and learning conditions in public and Islamic schools.

Nigerian Teacher Recruitment & Deployment: Collaborated with Nigerian researchers in the analysis of data and report writing of qualitative research of the current administrative systems in use to recruit and deploy teachers in school supervisory systems in public schools.

Nigerian Teacher Quality Assurance: Collaborated with Nigerian researchers in the analysis and report writing of qualitative research of the school supervisory system in public and Islamic schools.

2008– 09: Conducted qualitative research project in a New England elementary school. Primary research focus on the nature of mediation in a cognitive education program for ELL's. Research framed by Feuerstein's *Mediated Learning Experiences*, using classroom discourse analysis.

2005 – 2007: Principle investigator of multi-site quantitative research project in three New England elementary schools. Investigated semantic memory and academic achievement with ELL and mainstream students.

2000 – 2004: Conducted qualitative research in New England elementary school: Investigated ESL program for academically underachieving Cambodian students. Primary focus on home-school mismatch, using socio-cultural theory, with classroom discourse analysis.

Educational Consultant & Trainer

Since 1993, worked on a diverse set of professional projects in the TESOL and Teacher Education

Recent projects:

2008 – 2010: Trainer/Course Developer, Collaborative Educational Services, Northampton, MA:

Conducted trainings to public school teachers in second language acquisition, ELL literacy development, Sheltered Instruction, commissioned by Massachusetts school districts.

2006: Lead Curriculum Writer and Trainer, Massachusetts English Language Teacher (MELT) Initiative: Joint project between School for International Training and the Massachusetts Department of Elementary & Secondary Education. MELT supports the professional development of subject matter teachers to become effective licensed ESL teachers. Funding: Massachusetts Department of Elementary & Secondary Education.

2004 -05: Trainer, SIT ACCESS (Actively Connecting Content, English Students and Standards) Program: ACCESS is a graduate course which provides sustainable professional development to help mainstream teachers support the educational needs of English Language Learners.

2002 – 2005: Consultant and Trainer, SIT’s Teacher Knowledge Project with Madison, WI Public Schools: Facilitated inquiry-based professional development for middle and high school teachers to support work with English language learners throughout the city. FIPSE Grant: Department of Education.

ESL/EFL Teacher:

Taught English to a wide age range of students – children to adults – both in the U.S. and abroad.

2000 – 2001: ESL Instructor, Wildwood Elementary School, Amherst, MA

One-year Leave of Absence from SIT for professional development. Taught 1st – 6th grade English language learners within inclusion and pull-out models.

1989 - 1992: ESL Instructor (TA position), American Culture & Language Program, University of Massachusetts, Amherst, MA

Taught English in semi-intensive program to visiting scholars for Fall and Spring terms.

1986 – 1988: ESL Instructor, Wake Technical College, Raleigh, NC and Durham Technical College, Durham, NC

Taught Vietnamese refugees, and local scholars in part-time position.

1981 – 1982: ESL Instructor (TA position), University of North Carolina, Chapel Hill, NC

Taught English to international students for academic year.

1983 – 1985: EFL Instructor: Language Institute of Japan, Odawara, Japan

Taught EFL courses in residential intensive language school for Japanese businessmen and women.

1977 – 1979: EFL Instructor, Tonga College, Tonga

Peace Corps Volunteer. Taught English to junior high and high school students in a public school.

PUBLICATIONS

Books:

Hawkins, M., & S. Irujo (eds.) (2004). *Collaborative Conversations among Language Teacher Educators*. Alexandria, VA: TESOL Publishing.

[Collaboratively written book by members of the *Language Teacher Education Collaborative*: F. Bailey, D. Freeman, K. Graves, M. Hawkins, S. Irujo, D. Larsen-Freeman, E. Rintell & J. Willett, featuring dialogues on current issues in language teacher education. Chapter 1, “Collaborative groups in teacher education,” focuses on the research of Francis Bailey and Jerri Willett]

Knowles, L. & F. Bailey. (1987). *Functioning in Business*. London: Longman, Inc.
[TESOL textbook for intermediate adult language learners, with audiotape.]

Knowles, L. & F. Bailey. (1993). *Functioning in Business*. London: Longman, Inc.
[Japanese edition of TESOL textbook for intermediate adult language learners, with videotape.]

Articles:

Bailey, F., & K. Pransky (2010). Investigating the classroom discourse of mediation in a Feuerstein instrumental enrichment programme. *Classroom Discourse*. Vol. 1, No. 2, 121- 141.

Bailey, F., B. Burkett and D. Freeman (2008). The mediating role of language in teaching and learning: A classroom perspective. In Spolsky and Hult (eds.), *Handbook of Educational Linguistics*. Blackwell Publishing Ltd., 606 – 625.

Bailey, F. & K. Pransky. (2005). Are ‘Other People’s Children’ constructivist learners too? *Theory into Practice*. Vol. 44, No.1, 19 – 26.

Pransky, K. & F. Bailey. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *The Reading Teacher*, Vol. 56, No. 4, 370 – 383.

Bailey, F., M. Hawkins, S. Irujo, D. Larsen-Freeman, E. Rintell, and J. Willett. (1998). Language teacher educators collaborative conversations. *TESOL Quarterly*. Vol. 32, No. 3, 536 – 546.

Bailey, F. (1996). Collaborative learning in an ESL methods course. In D. Freeman & J. Richards' (Eds.) *Learning to Teach Second Languages*. Cambridge: Cambridge University Press, 260-280.

Bloome, D. & F. Bailey. (1992). Studying language and literacy through events, particularity, and intertextuality. In R. Beach, J. Green, M. Kamil & T. Shanahan (Eds.) *Multidisciplinary Perspectives on Literacy Research*. Urbana, IL: NCRE & NCTE, 181 – 210.

Bailey, F. (1992). Discourse, community and empowerment: A meeting of ESL teacher educators. *TESOL Matters*. Vol. 2, No. 5, 10.

Work-in-Progress

Pransky, K., & F. Bailey (2011). *Teaching with Memory in Mind: A Teacher’s Guide to Memory and Learning*. [Book prospectus submitted to Teacher’s College Press.]

Bailey, F. and K. Pransky (2011). Exploring memory organization in school performance: A cognitive perspective on home-school mismatch.

Institutional Report

Bailey, F. (2005). *Vermont’s Results Oriented Program Approval*. Department of Language Teacher Education, The School for International Training, Brattleboro, Vermont.

[Coordinator for State of Vermont’s PreK – 12 ESL re-accreditation approval process. Primary author of the SIT institutional report.]

PROFESSIONAL AFFILIATIONS

- * Teachers of English to Speakers of Other Languages (TESOL)
- * KY TESOL
- * American Educational Research Association (AERA)
- * American Association of Applied Linguistics (AAAL)

CONFERENCE PRESENTATIONS

- * **2010: TESOL Conference**, Boston, MA: *Cognitive Skill Development in the ESL Classroom.*
- * **2009: American Association of Applied Linguistics Conference**, Denver, CO: *Exploring Memory Organization in School Performance: A Cognitive Perspective on Home-School Mismatch.*
- * **2009: American Association of Applied Linguistics Conference**, Denver, CO: *Investigating the Classroom Discourse of Mediation-in-Action.*
- * **2008: American Educational Research Association Conference**, New York, NY: Chair of Second Language Research Special Interest Group session: *Issues in Second Language and Literacies: Learning to Construct Identities, Knowledge and Values.*
- * **2005: American Educational Research Association Conference**, Montreal, Canada: *Are 'Other People's Children' Constructivist Learners, too?*
- * **2001: MATSOL Conference, Worcester, MA:** *From the Inside Out: A Teacher Educator's Year in a Public School.*
- * **2001: Minority Student Achievement Network: Teachers Conference**, Madison, WI. *Examining the Cultural Roots of Disparate Academic Achievement.*
- * **1999: American Educational Research Association Conference**, Montreal, Canada: *The Discursive Construction of Authority in Cooperative Learning.*
- * **1997: TESOL Conference**, Orlando, FL: *Collusion in Collaborative Learning.*
- * **1995: American Educational Research Association Conference**, San Francisco, CA: *Voice of collaboration: A study of adult small-group learning.*
- * **1993: TESOL Conference**, Atlanta, GA: *Collaborative Learning in a Whole Language ESL Methods Course.*
- * **1993: American Educational Research Association Conference**, Atlanta, GA: *Creating Voice in Culturally Diverse Teacher Education Programs.*
- * **1992: Ethnography of Communication Conference**, Portland, OR: *The Voice of Collaborative Learning.*
- * **1990: TESOL Conference**, San Francisco, CA: *Constructing a Whole Language Teaching Perspective.*
- * **1990: National Council on Research in Education Conference**, Chicago, IL: *A Direction in Research in Linguistics and Education.*
- * **1990: Conference on Ethnographic and Qualitative Research in Education**, Amherst, MA: *Social Identity and the Second Language Classroom.*
- * **1989: Conference on Ethnographic and Qualitative Research in Education**, Amherst, MA: *An Ethnographic Study of a University Spanish Class.*
- * **1986: North Carolina TESOL**, Raleigh, NC: *Designing and Using Audio-tapes in the Classroom.*
- * **1985: Japanese Association of Language Teachers**, Kyoto, Japan: *Design and Use of Authentic Listening Materials.*
- * **1984: Japanese Association of Language Teachers**, Tokyo, Japan: *Teaching Macro Listening Skills.*
- * **1983: Language Institute of Japan Teachers' Workshop**, Odawara, Japan: *Interlanguage and Error Correction.*